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AUTHOR Digby, Kenneth E.
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ABSTRACT

In spring 1986, a study was conducted at Fayetteville Technical Institute (FTI), North Carolina, to determine why students decided to continue their education, what factors triggered their enrollment, and what factors influenced their decision to attend FTI. A questionnaire was administered to 119 students enrolled in randomly selected day and evening accounting classes. Study findings, based on responses from 89 students, included the following: (1) when compared to findings of a 1979 statewide survey of North Carolina community college students, study results showed the FTI sample to be older, to include more women, and to have higher levels of educational attainment; (2) the typical FTI student was a married female, 27 years of age, who enrolled for the opportunity of obtaining a better job; (3) the top ranked reasons for continuing education were to "get a better job," "to earn more money," "to gain a general education," "to learn more things of interest," and "to contribute more to society"; (4) the most commonly cited reasons which triggered enrollment were "received encouragement," "dissatisfied with job," "financial aid became available," "obtained information about FTI," and "moved to community"; and (5) the top ranked institutional characteristics influencing the decision to attend were "courses available," "low cost," "location," "financial assistance," and "quality of instruction." The survey instrument is appended. (LAL)

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A STUDY OF THE FACTORS WHICH INFLUENCE ADULT ENROLLMENT IN A TECHNICAL INSTITUTE

by

Kenneth E. Digby, M.B.A.

Fayetteville Technical Institute

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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ABSTRACT

Adults are returning to post secondary education in increasing numbers as a response to the rapid technological changes evidenced in contemporary society. These adult learners are older and better educated than their traditional counterparts, the 18 to 22 year old student. The presence of these mature students in the classroom poses a challenge to provide the curriculum programs and services to continue to meet their needs. The information necessary to make sound decisions on policy and programs requires some current measure of the characteristics of the student population.

This study reported a survey of 119 students enrolled at Fayetteville Technical Institute to determine why they decided to continue their education, what factors triggered their enrollment, and what were some of the factors which influenced their decision to enroll at Fayetteville Technical Institute. The results indicated that Fayetteville Technical Institute students were older, included more women, and their educational attainment exceeded that of the students who were surveyed in an earlier study of North Carolina Community College enrollment. The typical Fayetteville Technical Institute student was a married female, 27 years of age, who enrolled for the opportunity to obtain a better job,

encouragement from her family was the most important factor which triggered her enrollment, and she chose Fayetteville Technical Institute because of the courses available. Male students were married, age 29.5, who considered the opportunity to earn more money and the courses offered as the reasons for continuing their education and for their selection of Fayetteville Technical Institute. The availability of financial assistance was indicated as the most important trigger to enrollment.

The recommendations include consideration for additional studies of student characteristics and implications for recruiting and marketing strategies, particularly regarding female students and the large military veteran population found in this survey.

Keeping pace with the rapid changes in the societal factors affecting education will require that local data collection instruments be developed and administered on a regular and continued basis. The microcomputer has made such surveys a practical reality. The survey results in this study were recorded and listed for analysis using a personal computer and commercial software to demonstrate the usefulness of the microcomputer to future studies of current topics of interest. The survey questionnaire and tables of results are appended.

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INTRODUCTION

There has been a significant increase in the number of adults participating in education during the past twenty years. The rapid pace of technological innovation has been commonly proposed as a reason for this growth. Toffler (1970) commented on the rapid advance of technology and accelerated introduction of new developments into the mainstream of our society which has left people with a feeling of uneasiness about the future and their ability to control their part in it. He stated that most people are "unprepared to cope" with the rapid pace of technological change which they experience in their daily lives. Doubts concerning a person's self-sufficiency have been magnified by an increasingly technical work environment, greater competition for jobs, and the loss of clearly defined patterns for success (Faunce, 1981).

Other societal factors have also had a significant influence on the trend toward greater numbers of adult students enrolled in college. One such factor has been the general increase in the number of adults who are now a part of the present population. Another, perhaps more important factor, has been the changing role of women in contemporary society. Regardless of the reason, there is considerable evidence that adults are turning to

education in increasing numbers as a means of coping with "future shock."

A major function of postsecondary education has traditionally been to provide a gateway to jobs of the future, as well as for occupational preparation (Cross, 1974). Adults have tended to enroll in community colleges because they have fulfilled these functions by offering locally-based programs designed to meet the needs and occupational opportunities of their communities. Community colleges have succeeded in providing educational programs tailored to meet the needs of their student clientele (Cross, 1981). The mature adults who now represent the majority of community college students, possess characteristics which set them apart from the traditional 17 to 22 year old college student. Keeping pace with the needs of a growing and changing adult student population will create a greater need than ever before for current and accurate information concerning the characteristics of these students on a regular and continuing basis. The information necessary to develop sound programs will require local research projects to maintain a profile of student enrollment and seek answers to questions on current topics of interest. The ready accessibility of the microcomputer makes such research possible.

The purpose of this study was to determine the factors which influence enrollment in Fayetteville

Technical Institute, a two-year technical insitute, part of the North Carolina Community College System. A brief survey questionnaire provided data concerning the characteristics of the current student population and the reasons for their decision to enroll at Fayetteville Technical Institute. The survey was used to develop a profile of the students based on demographic data concerning the student's age, sex, marital status, curriculum, time of day when they usually attend, employment status, educational level, veteran status, and whether they are full-time or part-time students. The survey also provided information concerning the importance of selected factors which may have influenced their decision to enroll at Fayetteville Technical Institute.

1. Why did they decide to continue their education?

2. What were some of the factors which influenced their decision to enroll in college at this time?

3. What factors influenced their decision to enroll at Fayetteville Technical Institute?

The results and conclusions of this current survey will provide the Dean for Student Development with information which can be used to develop or change policies and programs were appropriate.

An additional conclusion of this study was that a microcomputer and commercially available software can

provide an expedient means to conduct brief research projects and to develop information concerning topics of current interest.

BACKGROUND AND SIGNIFICANCE

Enrollment in colleges rose by a third from 1972 to 1981, according to the U.S. Census Bureau (1981). The number of men enrolled rose by 12 percent, while the number of women increased by 63 percent. Even though these statistics reflect the current trend in college enrollment, studies of future enrollments predict an even greater growth. One study of the trends in college enrollment (Momeni, 1980) reported that by conservative estimates, there will be almost 21 million adults participating in some form of education by the year 1990. This represents an absolute increase of four million students over 1978 enrollment. This same study also predicted that while most of the participants would be in the 17 to 34 year age bracket, the greatest rate of growth will be with adults over 55 years of age. Even more striking will be the increase in female enrollment, which is predicted to reach 13 million, or nearly 62% of all enrollments.

Forecasts which suggest that the enrollment of the traditional 17 to 22 year old college student will

decline while enrollment of older adults will increase, and that female students will outnumber their male counterparts on the college campus are already facts-of-life in many community colleges. A survey of the North Carolina Community College System (Shearon, 1980), indicated that 61 percent of all respondents were over 22 years of age and that women already comprised 53 percent of all enrollments in the 58-campus system. Shearon concluded from this study that community college administrators and faculty will need to develop a "different set of assumptions about adult learners and the teaching and learning process as it pertains to them."

The survey instrument used in this study sought data on the demographics of the current students enrolled at Fayetteville Technical as well as information concerning their present goals and values pertaining to education and the institution. The question about reasons for continuing their education should provide information on their educational goals. The question on factors which influenced the decision to enroll at the present time should reflect some of the obstacles to their participation in education. The question on the characteristics of Fayetteville Technical Institute which influenced their decision to attend should provide information about their perceived needs relative to the policies and support services provided by the institution. The responses to

these questions could be used in decisions concerning curriculum planning, instructional methods, and administrative support services to be provided.

The theoretical basis for the selection of the survey question was provided by several authors. Houle (1961) classified learners into three categories. The first category was goal-oriented learners, those individuals who continue their education because of fairly clear-cut objectives. The second category was considered activity-oriented learners, who continue their education to broaden their social contacts and enhance their relationships with others. The third category, the learning-oriented, includes those adults who return to school because they enjoy learning and seek knowledge for its own sake. These categories were used as the basis for the selection of the survey question concerning the reasons which were considered in the decision to continue their education.

The reasons which triggered enrollment are difficult to pinpoint, because they are personal in nature and encompass a broad range of purpose. Still (1977) refers to the "mid-life crisis", a period of critical self-examination when an individual feels the need to update present skills or to learn new ones, usually in order to change jobs. Cross (1981) considers the adult education process as one of lifelong learning, triggered by a

chain of responses to events throughout life which the person believes will be improved by additional education. Adults will continue to pursue an education if they consider it as an answer to a current need. The study by Sewall (1982) attempted to focus on some specific reasons which trigger adult involvement in education by listing some of the obstacles to participation. The removal of these barriers is seen as a factor which prompted a return to education.

Knowles (1978) stated several basic assumptions about the characteristics of mature adult learners which distinguish them from younger students which should be of value in determining instructional strategies. Adult students usually have a more independent self-concept and they have accumulated more life experiences than younger students. Adult students have a readiness to learn based upon a problem-oriented frame of reference and they seek to gain information and skills which can be applied immediately to solving problems encountered in daily living. These assumptions could hold important significance for the current policies, programs, instructional methods, and administrative support structure at Fayetteville Technical Institute. The survey question concerning the institutional characteristics which students considered important in their decision to enroll at Fayetteville Technical

Institute should provide information about these assumptions.

The current trend of increased participation of adults involved in learning experiences is one with great potential impact for the education community. The effects of a changing society which is bringing increased enrollment also brings the changing goals and values of these students into the classroom. Educators must adjust to the "new" students and continue to provide programs and services to meet their needs. Sound decisions will require current and accurate information concerning the student population particularly their values and goals. One starting point is to determine the characteristics of the current student population and some of the factors which influenced their decision to enroll in college. The reasons for selecting a particular institution will also be of value in designing programs and services. Local research projects will be of increasing importance in providing timely information for contemporary and future planning. Brief surveys and the assistance of microcomputers in the analysis will provide one means to meet this requirement.

PROCEDURES

The approach in this study rests on the assumption that the mature adult enrolled in the community

college today represents a "new" student with different needs, expectations, and life experiences than the traditional student.

The purpose of the study was to examine the current student population enrolled at Fayetteville Technical Institute by developing a profile of the demographics and determining some of the factors which influenced the present enrollment. A questionnaire survey was developed using elements of the 1979 study of North Carolina Community College System (NCCCS), conducted by Shearon (1980). Demographic information, reasons for enrollment, and reasons for selection of Fayetteville Technical Institute were provided by questions from the NCCCS survey instrument. The questionnaire survey also used a portion of the study of students enrolled at the University of Wisconsin (Sewall, 1982) to determine the reasons which triggered their decision to enroll or return to college. A copy of the survey questionnaire is found at Appendix A.

The content and face validity of both of the referenced surveys had been established through extensive pretesting and item reliability checks. Based on a review of the results, the validity and reliability of the questions extracted for use in this study were considered adequate.

The rationale for using sections of two different survey instruments was that neither survey matched the purposes of this study closely enough to be used in total. The NCCCS study requested socio-economic information which was considered beyond the scope of this study. The University of Wisconsin study focused only on the reasons which triggered a decision to return to college for a baccalaureate degree. Since this study concerns the goals and values of community college students, the full survey could not be used.

The forced rating system which was used in the NCCCS study was incorporated in this survey to provide a greater level of discrimination among the responses. The student was instructed to rank no more than five responses to each question. Responses selected received a weighted score indicating their relative importance to the respondent. The selection indicated as most important received a weight of five, the second most important received a weight of four, continuing to the least important of the five ranked receiving a weight of one. This procedure provided a basis to rank order the responses to each question.

The questionnaire was pretested with twenty-nine students enrolled at Fayetteville Technical Institute during the winter term, 1986. After the initial survey instruments were analyzed, seven students were interviewed

concerning the readability of the questions and understanding of the instructions. As a result of these interviews and a review of the completed surveys, the survey instrument was considered adequate for the purposes of this study.

The survey was administered to randomly selected day and evening accounting classes during the spring, 1986, term at Fayetteville Technical Institute. Accounting classes were selected because they are required courses for all students majoring in business-oriented curriculum programs, which include: accounting, business administration, electronic data processing, and industrial management. The number of students enrolled in the accounting classes selected totaled 147, which approached thirty percent of the total enrollment in accounting courses during the quarter. Responses numbered 119, of which thirty were not considered valid because of improper marking of the questionnaire or because the respondent marked more than one item of the question with the same ranking.

The completed surveys were sorted, recorded and scored for analysis using an APPLE II microcomputer and VisiCalc software. The results of the survey presented a profile of the current student population at Fayetteville Technical Institute. Since Fayetteville Technical Institute participated in the 1979 NCCCS survey used as

a part of this study, a comparison of the student population enrolled in North Carolina Community Colleges and Technical Institutes in 1979 and Fayetteville Technical Institute student enrollment was possible. Specific recommendations based on the findings of the study will be presented to the administration where appropriate.

An incidental finding on the study was that the use of a microcomputer and readily available software to assist in the analysis of the survey instruments provided a practical and effective means to conduct a small scale educational research project such as this or on other topics of current interest.

LIMITATIONS

1. The use of survey questions from prior studies could not have included all possible reasons for enrolling, reasons which could have triggered enrollment, or the characteristics of Fayetteville Technical Institute which were considered in the decision to enroll.

2. This study was confined to students enrolled in the spring, 1986, term at Fayetteville Technical Institute. The results and conclusions may only be applied to this group.

3. The administration of the survey to students enrolled in accounting courses limited the study to those

students enrolled in business related programs. The results, therefore, may not be representative of the total student population at Fayetteville Technical Institute. Consideration of only business students allowed coverage of the largest single curriculum grouping of students and also assisted the general analysis of the survey results by eliminating the possibility of duplication of respondents.

4. No allowance was made for students enrolled in the course but absent the day the survey was administered. It was not considered to have a material effect on the final survey results.

5. The survey questionnaires which contained responses which were not in accordance with the instructions were not considered in the final results. The total number of survey respondents was 119. This included thirty which the respondent answered the forced choice questions with more than five choices or ranked more than one response with the same rank number. Since no discrimination among the responses could be presumed, the responses were considered invalid. The usable responses numbered eighty-nine which was approximately nineteen percent of all students enrolled in accounting in the spring term.

ASSUMPTIONS

There were three basic assumptions of this study:

1. The students who responded to the survey questionnaire were considered to be representative of the total present enrollment at Fayetteville Technical Institute.

2. The reasons for enrollment, reasons which triggered enrollment, and characteristics which precipitated selection of Fayetteville Technical Institute were similar to the reasons considered by students in the referenced surveys of Sewell (1982) and Shearon (1980).

3. The use of portions of prior surveys, and not the total survey instrument, did not affect the validity or reliability of the questionaire used in this study.

RESULTS

The results of the study will be presented in three parts. First will be a comparison of the demographic characteristics of the students who participated in the 1979 NCCCS study and those currently enrolled at Fayetteville Technical Institute. Next, the results of the survey concerning reasons for attending college, the institutional characteristics which influenced enrollment and the factors which triggered enrollment will be given.

Finally, the total survey results as they pertain to Fayetteville Technical Institute will be outlined.

Table 1. Demographic Characteristics of Students Enrolled in the North Carolina Community College System 1979 and Students Enrolled in Fayetteville Technical Institute 1986.

Percentage distribution is by sex, age, marital status, and veteran status.

Variable	NCCCS	FTI
Sex:		
Male	46.4	42.7
Female	53.6	57.3
Total	100.0	100.0
Age:		
Under 22	39.1	29.2
23-29	28.0	36.0
30-39	19.9	21.3
40-49	8.3	10.1
Over 50	4.8	3.4
Total	100.1	100.0
Marital Status:		
Single	45.0	38.2
Married	45.1	48.4
Separated/Divorced	8.4	11.2
Widowed	1.5	2.2
Total	100.0	100.0
Veteran Status:		
Yes	24.9	36.0
No	75.1	64.0
Total	100.1	100.0

Table 1 reveals that the number of female students continues to increase. This is in accord with the national trend. The students attending Fayetteville Technical Institute are generally older than those at other North Carolina institutions and there are fewer students under twenty-two years of age enrolled. Based on the survey, the

average age for male students at Fayetteville Technical Institute was 29.5 years and for female students, 27 years of age. Fayetteville Technical Institute has a larger percentage of the enrollment who are married than was found in the previous study which may also reflect a characteristic of the generally older population. The large number of military veterans enrolled was anticipated because of the proximity of two large military facilities in the Fayetteville area.

Table 2. Socio Economic Characteristics of Students Enrolled in the North Carolina Community College System 1979 and Students Enrolled in Fayetteville Technical Institute 1986. Percentage Distribution by Education Level and Employment Status.

Variable		NCCCS	FTI	
Educational Level:				
High School or GED		47.8	42.7	
Some College		40.2	41.6	
College Degree		8.4	15.7	(Note 1)
Total	(Note 2)	96.4	100.0	
Employment Status:				
Unemployed		28.9	40.4	
Homemaker		6.3	10.2	
Part-time		21.7	15.7	
Full-time		43.1	33.7	
Total		100.0	100.0	

Note 1: Includes 3.3% associate degree, 12.4% baccalaureate

Note 2: Less than high school accounted for 3.6%

The education level of students at Fayetteville Technical Institute compares favorably with the statewide findings (Table 2). Over twelve percent of Fayetteville

Technical Institute students have already earned a baccalaureate degree compared to 8.4 percent in the NCCCS study. An additional 3.3 percent have an associate degree. This fact may reflect the influence of the military presence in the community. When educational attainment is considered together with the employment statistics for the surrounding area, it would appear that a number of adults are returning to college to upgrade their skills in occupational program areas or to enhance their work potential. There is also an increase in the number of students who consider themselves to be full-time homemakers which may reflect an important trend.

Table 3. Attendance Characteristics of Students Enrolled in the North Carolina Community College System 1979 and Students Enrolled in Fayetteville Technical Institute 1986. Percentage Distribution by Time of Attendance and Full or Part Time Student Status.

Variable	NCCCS	FTI
Time of Attendance:		
Day	60.3	86.5
Night	39.7	13.5
Total	100.0	100.0
Student Status:		
Full Time	59.2	85.4
Part Time	40.8	14.6
Total	100.0	100.0

The results in Table 3 concern attendance factors. The large number of full-time day students who were involved in the study reflects the fact that course schedules in the

spring term offer fewer classes in the evening where one would expect a greater number of part-time students. This fact may have limited the usefulness of this portion of the study.

There are no demographic characteristics available from the University of Wisconsin study for comparison in this part of the results.

Table 4. Reasons for Attending and Institutional Characteristics Influencing the Decision to Enroll

Distribution of Students by Rank Order of the Reasons for Continuing Education and Institutional Characteristics Influencing Decisions to Attend. (North Carolina Survey, 1979, and FTI Survey, 1986)

	NCCCS 1979	FTI 1986
Reason for Continuing Education:	(R/O)	(R/O)
Contribute More to Society	5	5
Earn More Money	1	2
Become More Cultured	6	6
Gain A General Education	3	3
Get A Better Job	2	1
Improve Reading/Study Skills	9	7
Improve Social Life	8	7
Learn More Things of Interest	4	4
Meet Interesting People	7	8
Parents/Spouse Wanted Me to Go	10	9
Nothing Better to Do	11	10
Institutional Characteristics Influencing Decision to Attend		
Courses Available	1	1
Financial Assistance Available	5	4
Job Placement Service	8	7
Location	2	3
Low Cost	3	2
Open-Door Admissions Policy	6	6
Quality of Instruction	4	5
Student-Centered Instruction	9	9
Other	7	8

The reasons for continuing education shown in Table 4 indicate little difference between the student response to the NCCCS study and that of current Fayetteville Technical Institute students. Get a better job and earn more money were ranked number one and two, although the order was reversed in the two studies, with the Fayetteville Technical Institute students feeling that a better job was most important. This could reflect the current economic conditions throughout the community. The remaining top five choices, to gain a better education (3), to learn things of interest (4), and to contribute more to society (5), were identical in both surveys as the reasons for continuing education.

The availability of courses offered ranked as most important of both studies followed by location and low cost as the characteristics considered in selecting a college for enrollment. Students at Fayetteville Technical Institute indicated cost as more important than did the NCCCS students and ranked the availability of financial assistance above the earlier study. The quality of instruction was highly ranked in both studies, ranking fifth at Fayetteville Technical Institute. Open admissions policies were ranked a close sixth in the top choices in both studies. Job placement services and student-centered instruction ranked low in both of the studies.

Table 5. Reasons Which Triggered Enrollment. Distribution of Student Response by Rank Order of Reasons Which Triggered Enrollment (Univ. of Wisconsin Survey 1981, and FTI Survey 1986).

	U.W. 1981	FTI 1986
Reasons Which Triggered Enrollment	(R/O)*	(R/O)*
Children Entered School	5	9
Dissatisfied with Job	1	2
Family or Marital Problems	7	8
Received Encouragement	2	1
Financial Aid Available	3	3
Lost Job	8	7
Moved to Community	6	5
Obtained Information about FTI	4	3
Serious Illness or Death in Family	9	10
Other	10	6

*R/O = Rank Order of Responses

The results in Table 5 indicate the factors which prompted enrollment during this period. The highest rank was assigned to encouragement received from spouse or family, ranking number one or two in both surveys with job dissatisfaction the next most important. The availability of financial aid was ranked third, although in a tie for the position at Fayetteville Technical Institute with information on courses available. Children entering school was given a low ranking (9) in the Fayetteville Technical Institute survey which was not expected.

Table 6 shows the results of the response to the questionnaire for students enrolled at Fayetteville Technical Institute. The reasons for continuing education were: to get a better job (1), to earn more money (2), to gain a better education (3), to learn more things of interest (4), and to contribute more to society (5).

Table 6. Distribution of Students by Rank Order and Total Score Reasons for Continuing Education, Enrollment Triggers, and Characteristics Influencing Decision to Attend Fayetteville Technical Institute (Total Survey Results)

	TOTALS N=89	
Reason for Continuing Education	R/O	R/S
Contribute More to Society	5	105
Earn More Money	2	327
Become More Cultured	6	94
Gain a General Education	3	137
Get a Better Job	1	334
Improve Reading/Study Skills	7	48
Improve Social Life	7	48
Learn More Things of Interest	4	137
Meet Interesting People	8	36
Parents/Spouse Wanted Me to Go	9	29
Nothing Better to Do	10	23
Reasons Which Triggered Enrollment		
Children Entered School	9	39
Dissatisfied with Job	2	163
Family or Marital Problems	8	88
Received Encouragement	1	173
Financial Aid Became Available	3	143
Lost Job	7	83
Moved to Community	5	113
Obtained Information About FTI	3	143
Serious Illness or Death in Family	10	14
Other	6	98
Institutional Characteristics Influencing Decision to Attend		
Courses Available	1	275
Financial Assistance Available	4	128
Job Placement Service	7	93
Location	3	242
Low Cost	2	248
Open-Door Admissions Policy	6	107
Quality of Instruction	5	120
Student-Centered Instruction	9	32
Other	8	57

The reasons which triggered enrollment were: received encouragement from spouse or parents (1), job dissatisfaction (2), financial aid available and information on programs available tied at third. The large number of military and dependents enrolled is reflected in the response ranked fifth, moved to the community. The institutional characteristics influencing attendance were: courses available (1), low cost (2), location (3), financial assistance available (4), and quality of instruction (5).

Detailed results of the survey at Fayetteville Technical Institute according to demographic categories are found at Appendix B. The following comments will refer to the tables found in that section of the study. The comments will address the ranking of items which differed from the general results already outlined.

Appendix Table 1 - MALE - FEMALE. Female students were more interested than men in a better job than more money as a reason for attending Fayetteville Technical Institute. Male students considered more money, then a better job as most important. Women were also influenced to a greater extent than men by the available information concerning Fayetteville Technical Institute programs, but needed greater encouragement than men to enroll. They indicated that the open-door admissions policy was an important consideration in their decision to attend.

Appendix Table 2 - AGE. Children entering school is not an important trigger to attendance until after the age of 40. Encouragement was the most important trigger. The information about Fayetteville Technical Institute programs was ranked important to the "under 22" year group (2), but not so important to the 30-39 year old groups, which may have recruiting implications.

Appendix Table 3 - MARITAL STATUS. The responses according to marital status again indicates the importance of encouragement by family to attendance.

Appendix Table 4 - CURRICULUM. The curriculum program in which the student is enrolled is greatly influenced by the information available about the programs offered, particularly for electronic data processing students. The occupational relevancy of course offerings appears important.

Appendix Table 5 - ATTENDANCE DAY-NIGHT. The factors influencing attendance according to the time classes were presented (day or evening), did not reveal a trend. The large number of day students surveyed may have biased this data and it will not be further considered in the conclusions.

Appendix Table 6 - EMPLOYMENT STATUS. The students who were employed on a full-time basis and those who considered themselves full-time homemakers ranked encouragement from family as the most important factor

in continuing their education. Considering the demands placed on these students in the classroom as well as at home, these results are not surprising.

Appendix Table 7 - EDUCATIONAL LEVEL. Students with high school and those with college degrees indicated the importance of a general education, placing it third in rank. Students with some college considered job dissatisfaction as most important reason to enroll, while those with a degree enrolled after moving to the community and because they received information about Fayetteville Technical Institute programs. High school graduates ranked encouragement most important.

Appendix Table 8 - VETERAN STATUS. The military veterans attending Fayetteville Technical Institute exercise a strong influence in the response which is indicated by the ranking as the most important trigger to enrollment to be the availability of financial assistance. The need to gain a general education was considered third in rank as a reason for continuing their education after better job and more money.

Appendix Table 9 - ATTENDANCE FULL-TIME OR PART-TIME. Part-time students indicated job dissatisfaction and moving to the community as the most important trigger to enrollment and the availability of low cost programs the major factor which influenced their enrollment at Fayetteville Technical Institute.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The analysis of the reasons students attend Fayetteville Technical Institute and the factors which triggered their enrollment were difficult to determine even though an effort was made to limit the scope of this study. Adult learners consider a full range of factors in their life's decisions, and any attempt to isolate a limited number must only be considered a sample. The following conclusions will address several of the most important of the reasons indicated by the respondents to the survey. The list is by no means exhaustive, nor is the order in which the conclusions are presented an indication of any order of importance.

Conclusion 1. The typical student enrolled at Fayetteville Technical Institute is female and married; a full-time student who is in the late twenty year old age group.

The national trend toward more female students in college is much in evidence at Fayetteville Technical Institute. The added factors such as her age group and marital status may have implications for support services. The low ranking of children entering school (9) as a trigger for enrollment at a time when children would be expected to weigh heavily in a decision to add education to the responsibilities of daily life. Further study of this group of students to assess their specific needs

for such services as a campus day-care facility, and special schedule considerations could be important considerations.

Conclusion 2. The educational attainment level of the students surveyed was higher than that which was expected or reported on the previous NCCCS study. Nearly 12.5% of the respondents held a baccalaureate degree and an additional 3.3% possess an associate degree.

The impression that community college students or those who attend a technical institute are not up to the standards of four-year college work is obviously mistaken. At the present time, data concerning prior educational experience is known only to the placement counselors. The faculty in general should be interested in this finding which could result in adjustments in course presentations and faculty counseling sessions. A detailed study of this feature of the student population would be of value for future program and curriculum development.

Conclusion 3. The large number of military members and veterans in attendance influences the institute greatly.

Two large military installations are located in the immediate area. Several respondents indicated that they were attending as part of their military duties to obtain a degree. Still others revealed that their reason for attendance was to collect their "GI Bill." The large number of dependents of the military in the area also

provides a constant influx of new students, part-time faculty members, and those military members who retire in the area often attend for specific courses or because they "got out of service without a marketable skill." The presence of this large market may present an opportunity and a challenge. The opportunity is for the development of programs to assist in transition of the military to civilian occupations to an even greater extent than today. The challenge occurs when the GI Bill expires in 1989. A plan to fill in for the possible loss of the large numbers represented by the veteran population should be underway.

Conclusion 4. The reason students attend Fayetteville Technical Institute is to get a better job and earn more money.

The importance of learning a skill for immediate use is greatly in evidence by the response to the survey. Adult learners generally have a specific occupational goal in mind when they enroll. The concepts of Cross (1981) that adult learners will undertake an educational activity if they believe that their current problem can be improved by additional education appears to be supported when this response is considered in conjunction with the average age of Fayetteville Technical Institute students. Comments such as "choice of a new career goal", and "finally found out what I really wanted to do" indicate awareness

of the value of education. Further studies to isolate the specific reasons which prompt individuals to enroll could be of value in future curriculum development and recruiting.

Conclusion 5. The single most important factor which respondents indicated influence their decision to enroll at this time was that they received encouragement from their spouse or parents.

The strong indication that encouragement to attend is an important factor in the enrollment decision may be considered proof that participation in education is not usually an activity added to the life-style of an adult, but must displace some part (Houle, 1972). The active support of partner or parent is necessary if the educational experience is to be undertaken. The implications to Fayetteville Technical Institute are that special programs and support services may be needed.

Conclusion 6. The availability of low-cost, local programs prompted attendance at Fayetteville Technical Institute.

The fact that the programs offered ranked high in importance to the decision to attend Fayetteville Technical Institute indicates that the community needs are being met. Low cost and the location were also important considerations in attendance at Fayetteville Technical Institute which indicate the practical nature of the current

students enrolled. Considered with the rank assigned to quality of instruction, it appears that students believe that they are receiving value for their investment of time and money.

Conclusion 7. The institute is doing well in advertising the programs offered.

One of the major reasons which students selected Fayetteville Technical Institute was the availability of information about courses and programs offered. This was the most important trigger to enrollment indicated by female students. In addition, high ranking was also given to the quality of instruction. This factor was ranked in the top five as a reason for selecting Fayetteville Technical Institute which indicates a strong support among enrolled students and within the community.

Conclusion 8. Students did not consider student-centered instruction and activities as an important reason for selecting Fayetteville Technical Institute.

The low rank accorded to student-centered instruction and activities indicates again the nature of mature adult students, they are more interested in educational goals and family or other responsibilities than participating in campus activities. The greater level of life experience which the students possess is also evident in the low level of importance of student-centered instruction. The desire to learn subjects of immediate use is more important than social contact.

Conclusion 9. The use of a microcomputer to assist in the development and analysis of a survey instrument such as the one in this study greatly facilitates the processing of data.

This is an incidental finding of the study. The availability of a microprocessor and commercially available software greatly speeded the processing of data and analysis.

Recommendations

The survey used in this study provided a profile of the current student population at Fayetteville Technical Institute. Several conclusions were drawn which could be of importance to the future programs and curriculum offered by the institute. These conclusions are offered as recommendations for action or further study.

1. The continued trend of more married female students enrolled may indicate increased attention to their specific needs is required. Methods to minimize costs of babysitting should be explored such as campus childcare facilities or special schedule considerations.

2. The educational level of the current student population should be made available to faculty for consideration in course development and counseling.

3. The possibility of establishing a program to transition military members who are nearing retirement into rewarding civilian careers should be investigated.

4. A strategic plan should be developed to prepare for the expiration of the GI Bill now available to veterans. Starting today would allow the necessary resources to be directed to the plan and minimize the potential impact of the loss of the large number of students represented by military veterans in the current student population.

5. The high ranking of the importance of support from family as a trigger to attendance should be studied. Special programs of orientation, home-based courses and television presentation for credit may be needed by the community.

6. Additional studies conducted in the future should make use of available microcomputers in their design and to analyze results. The use of commercial business software in this study, indicates the potential usefulness of this approach to study topics of current interest.

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APPENDIX A

FAYETTEVILLE TECHNICAL INSTITUTE

Please complete the attached questionnarie according to the instructions given. The findings of this study will help plan courses and services. at F.T.I. Your contribution to this study will be greatly appreciated.

Please read each question carefully and check ( ) your answer clearly.

---

1. SEX: ___Male___Female___

2. AGE: ___

3. What is your present marital status?

   ___Single/never married
   ___Married
   ___Separated/Divorced
   ___Widowed

4. Curriculum Code

   ___T016 Accounting
   ___T018 Business Administration
   ___T022 Electronic Data Processing
   ___T049 Industrial Management
   ___Other (Specify)_____

5. When do you attend most of your classes

   ___Day
   ___Evening (after 5:00 pm)

6. What best describes your present employment status?

   ___Unemployed
   ___Full-time Homemaker
   ___Part-time (20 hrs. or less/week)
   ___Full-time

7. How much education did you complete prior to your current period of enrollment at FTI?

   ___High school graduate (or G.E.D.)
   ___Some college, Tech. school
   ___Associate degree: college or technical school
   ___Four year college degree

8. Are you a military veteran?

   ___YES NO___

9. How many credits are you taking?

   ____

Read the questions below and choose the five most important reasons from among those given. Circle the number 1 for the most important reason. Circle the 2 for the second most important reason. Circle the 3, 4, 5, for the third fourth, and fifth most important reason. Please rank 5 reasons for each question.

10. People enroll in college for many reasons, some of which are listed below: Why did you decide to continue your education: (Rank the five most important reasons by circling the appropriate number as explained above).

a.	to be able to contribute more to society	1 2 3 4 5
b.	to be able to earn more money	1 2 3 4 5
c.	to become more cultured	1 2 3 4 5
d.	to gain a general education	1 2 3 4 5
e.	to get a better job	1 2 3 4 5
f.	to improve my reading and study skills	1 2 3 4 5
g.	to improve my social life	1 2 3 4 5
h.	to learn more things of interest	1 2 3 4 5
i.	to meet interesting people	1 2 3 4 5
j.	my parents or spouse wanted me to go	1 2 3 4 5
k.	there was nothing better to do	1 2 3 4 5

11. Thinking back to when you decided for sure to enroll to college, to what extent did each of the following factors influenced your decisions to enroll in college. (Circle the five most important reasons and rank them from 1 (most important) to 5 (fifth most important).

a.	Children entered school (kindergarten, college, etc.)	1	2	3	4	5
b.	Dissatisfied with job	1	2	3	4	5
c.	Family or martial problems	1	2	3	4	5
d.	Received encourgement from spouse, family, etc.	1	2	3	4	5
e.	Financial aid became available	1	2	3	4	5
f.	Lost job	1	2	3	4	5
g.	Moved to this community	1	2	3	4	5
h.	Obtained specific information about FTI programs	1	2	3	4	5
i.	Serious illness or death in family	1	2	3	4	5
j.	Other, Specify_____	1	2	3	4	5

12. What five things about Fayetteville Technical Institute influenced you most in deciding to attend? Choose the five most important reasons and rank them as you did in the last question. Rank from 1 (most important) to 5 (fifth most important). Circle five reasons.

a.	educational programs of courses available	1	2	3	4	5
b.	financial assistance was available	1	2	3	4	5
c.	job placement services	1	2	3	4	5
d.	location (nearness to home or work)	1	2	3	4	5
e.	low cost	1	2	3	4	5
f.	open-door admissions policy	1	2	3	4	5
g.	quality of instruction	1	2	3	4	5
h.	student-centered instruction and activities	1	2	3	4	5
i.	other reasons	1	2	3	4	5

This concludes the survey. Please check to be sure you ranked 5 choices on questions 10, 11, 12. Thank you for your assistance.

APPENDIX B

APPENDIX TABLE 1

DISTRIBUTION OF STUDENTS BY RANK ORDER AND TOTAL SCORE
REASONS FOR CONTINUING EDUCATION, ENROLLMENT TRIGGERS,
AND CHARACTERISTICS INFLUENCING DECISION TO ATTEND FTI

MALE-FEMALE

	MALE N=38		FEMALE N=51	
REASON FOR CONTINUING EDUCATION	R/O	R/S	R/O	R/S
CONTRIBUTE MORE TO SOCIETY	4	56	5	49
EARN MORE MONEY	1	142	2	185
BECOME MORE CULTURED	5	48	6	46
GAIN A GENERAL EDUCATION	3	62	4	75
GET A BETTER JOB	2	130	1	204
IMPROVE READING/STUDY SKILLS	7	27	8	21
IMPROVE SOCIAL LIFE	8	25	7	23
LEARN MORE THINGS OF INTEREST	6	38	3	98
MEET INTERESTING PEOPLE	9	18	10	18
PARENTS/SPOUSE WANTED ME TO GO	10	10	9	19
NOTHING BETTER TO DO	10	10	11	13
REASONS WHICH TRIGGERED ENROLLMENT				
CHILDREN ENTERED SCHOOL	10	6	9	33
DISSATISFIED WITH JOB	2	73	3	90
FAMILY OR MARITAL PROBLEMS	8	29	7	39
RECEIVED ENCOURAGEMENT	3	70	2	105
FINANCIAL AID BECAME AVAILABLE	1	81	4	62
LOST JOB	5	49	8	34
MOVED TO COMMUNITY	4	69	6	44
OBTAINED INFORMATION ABOUT FTI	7	31	1	112
SERIOUS ILLNESS OR DEATH IN FAMILY	8	7	10	7
OTHER	6	44	5	54
INSTITUTIONAL CHARACTERISTICS INFLUENCING DECISION TO ATTEND				
COURSES AVAILABLE	1	125	1	150
FINANCIAL ASSISTANCE AVAILABLE	4	70	6	58
JOB PLACEMENT SERVICE	6	37	7	56
LOCATION	3	104	3	138
LOW COST	2	105	2	143
OPEN-DOOR ADMISSIONS POLICY	7	36	4	71
QUALITY OF INSTRUCTION	5	50	5	70
STUDENT-CENTERED INSTRUCTION	9	18	9	14
OTHER	8	28	8	29

R/O=RANK ORDER
R/S= WEIGHTED RAW SCORE

34/37

APPENDIX TABLE 2

DISTRIBUTION OF STUDENTS BY RANK ORDER AND TOTAL SCORE
REASONS FOR CONTINUING EDUCATION, ENROLLMENT TRIGGERS,
AND CHARACTERISTICS INFLUENCING DECISION TO ATTEND FTI

*** AGE *** **

	UNDER 22 N=26		23-29 N=32		30-39 N=19		40-49 N=9		OVER 50 N=3	
REASON FOR CONTINUING EDUCATION	R/O	R/S	R/O	R/S	R/O	R/S	R/O	R/S	R/O	R/S
CONTRIBUTE MORE TO SOCIETY	5	27	6	40	4	25	5	12	7	1
EARN MORE MONEY	2	94	1	114	2	74	1	27	1	13
BECOME MORE CULTURED	6	20	5	42	6	17	5	12	3	8
GAIN A GENERAL EDUCATION	4	28	3	56	5	21	2	25	3	8
GET A BETTER JOB	1	116	2	103	1	80	3	24	2	9
IMPROVE READING/STUDY SKILLS	8	13	7	26	11	0	8	5	5	3
IMPROVE SOCIAL LIFE	9	12	8	21	7	12	11	0	9	0
LEARN MORE THINGS OF INTEREST	3	47	4	47	3	27	4	13	6	2
MEET INTERESTING PEOPLE	11	7	9	12	8	9	7	7	7	1
PARENTS/SPOUSE WANTED ME TO GO	7	16	10	8	9	2	10	3	9	0
NOTHING BETTER TO DO	10	9	11	7	9	2	8	5	9	0
REASONS WHICH TRIGGERED ENROLLMENT										
CHILDREN ENTERED SCHOOL	10	5	9	14	9	2	2	10	2	4
DISSATISFIED WITH JOB	4	35	1	72	2	37	3	15	4	2
FAMILY OR MARITAL PROBLEMS	6	18	8	18	7	21	8	8	3	3
RECEIVED ENCOURAGEMENT	1	54	2	60	3	34	1	22	5	1
FINANCIAL AID BECAME AVAILABLE	5	31	3	57	1	41	5	13	6	0
LOST JOB	8	12	7	27	5	33	6	11	1	5
MOVED TO COMMUNITY	7	18	5	45	3	34	6	11	6	0
OBTAINED INFORMATION ABOUT FTI	2	45	4	43	6	30	3	15	6	0
SERIOUS ILLNESS OR DEATH IN FAMILY	9	6	10	5	10	1	10	1	6	0
OTHER	3	38	6	42	8	15	9	3	6	0
INSTITUTIONAL CHARACTERISTICS INFLUENCING DECISION TO ATTEND										
COURSES AVAILABLE	1	83	1	95	1	61	2	26	3	10
FINANCIAL ASSISTANCE AVAILABLE	5	35	6	41	4	40	6	12	6	0
JOB PLACEMENT SERVICE	6	25	4	53	7	14	8	10	6	0
LOCATION	3	74	2	87	3	46	3	23	1	12
LOW COST	2	81	3	77	2	52	1	27	4	9
OPEN-DOOR ADMISSIONS POLICY	8	20	5	47	6	16	5	14	2	11
QUALITY OF INSTRUCTION	4	36	7	38	5	25	4	15	5	3
STUDENT-CENTERED INSTRUCTION	9	8	9	19	9	4	9	0	6	0
OTHER	7	23	8	22	8	10	7	2	6	0

R/O=RANK ORDER
R/S= WEIGHTED RAW SCORE

APPENDIX TABLE 3

DISTRIBUTION OF STUDENTS BY RANK ORDER AND TOTAL SCORE
REASONS FOR CONTINUING EDUCATION, ENROLLMENT TRIGGERS,
AND CHARACTERISTICS INFLUENCING DECISION TO ATTEND FTI

MARITAL STATUS

	SINGLE N=34		MARRIED N=43		SEP/DIV N=10		WIDOWED N=2	
REASON FOR CONTINUING EDUCATION	R/O	R/S	R/O	R/S	R/O	R/S	R/O	R/S
CONTRIBUTE MORE TO SOCIETY	5	39	5	48	5	14	3	4
EARN MORE MONEY	2	125	1	157	2	37	1	8
BECOME MORE CULTURED	6	30	6	44	4	15	2	5
GAIN A GENERAL EDUCATION	4	42	3	70	3	21	3	4
GET A BETTER JOB	1	145	2	145	1	43	7	1
IMPROVE READING/STUDY SKILLS	8	19	7	24	9	1	3	4
IMPROVE SOCIAL LIFE	7	20	8	23	8	2	6	3
LEARN MORE THINGS OF INTEREST	3	55	4	66	5	14	7	1
MEET INTERESTING PEOPLE	10	12	9	21	7	3	8	0
PARENTS/SPOUSE WANTED ME TO GO	9	14	10	15	10	0	8	0
NOTHING BETTER TO DO	11	9	11	14	10	0	8	0
REASONS WHICH TRIGGERED ENROLLMENT								
CHILDREN ENTERED SCHOOL	10	10	9	17	8	8	2	4
DISSATISFIED WITH JOB	3	52	2	79	1	30	4	2
FAMILY OR MARITAL PROBLEMS	8	24	8	19	2	25	6	0
RECEIVED ENCOURAGEMENT	1	57	1	93	3	20	3	3
FINANCIAL AID BECAME AVAILABLE	2	55	4	76	6	11	5	1
LOST JOB	7	25	7	46	5	12	6	0
MOVED TO COMMUNITY	6	27	3	77	7	9	6	0
OBTAINED INFORMATION ABOUT FTI	4	51	5	73	4	14	1	5
SERIOUS ILLNESS OR DEATH IN FAMILY	9	13	10	0	10	1	6	0
OTHER	5	41	6	52	9	5	6	0
INSTITUTIONAL CHARACTERISTICS INFLUENCING DECISION TO ATTEND								
COURSES AVAILABLE	1	109	3	116	1	45	4	5
FINANCIAL ASSISTANCE AVAILABLE	4	49	4	70	6	8	6	1
JOB PLACEMENT SERVICE	5	42	7	46	7	5	7	0
LOCATION	3	91	2	118	2	25	1	8
LOW COST	2	101	1	124	4	17	2	6
OPEN-DOOR ADMISSIONS POLICY	8	26	5	39	3	18	5	4
QUALITY OF INSTRUCTION	6	41	6	58	5	15	2	6
STUDENT-CENTERED INSTRUCTION	9	14	9	18	9	0	7	0
OTHER	7	32	8	28	8	2	7	0

R/O=RANK ORDER
R/S= WEIGHTED RAW SCORE

APPENDIX TABLE 4

DISTRIBUTION OF STUDENTS BY RANK ORDER AND TOTAL SCORE
REASONS FOR CONTINUING EDUCATION, ENROLLMENT TRIGGERS,
AND CHARACTERISTICS INFLUENCING DECISION TO ATTEND FTI

*** CURRICULUM ***

	ACCOUNTING N=7		BUS ADMIN N=19		E.D.P. N=51		IND MGMT N=6		OTHER N=6	
REASON FOR CONTINUING EDUCATION	R/O	R/S	R/O	R/S	R/O	R/S	R/O	R/S	R/O	R/S
CONTRIBUTE MORE TO SOCIETY	3	16	4	26	5	57	6	4	9	2
EARN MORE MONEY	2	22	2	64	2	187	1	26	1	28
BECOME MORE CULTURED	4	15	6	22	6	44	5	8	5	5
GAIN A GENERAL EDUCATION	5	11	3	34	4	68	3	12	3	12
GET A BETTER JOB	1	211	1	67	1	199	1	26	2	21
IMPROVE READING/STUDY SKILLS	8	3	7	21	10	19	8	0	5	5
IMPROVE SOCIAL LIFE	6	6	8	12	8	26	8	0	7	4
LEARN MORE THINGS OF INTEREST	6	6	5	23	3	88	3	12	4	7
MEET INTERESTING PEOPLE	10	0	9	5	7	26	7	2	8	3
PARENTS/SPOUSE WANTED ME TO GO	10	0	9	5	9	22	8	0	9	2
NOTHING BETTER TO DO	9	1	9	5	11	17	8	0	11	0
REASONS WHICH TRIGGERED ENROLLMENT										
CHILDREN ENTERED SCHOOL	6	8	9	6	9	18	9	1	8	6
DISSATISFIED WITH JOB	3	15	2	32	2	84	4	11	1	21
FAMILY OR MARITAL PROBLEMS	8	4	7	16	8	35	6	6	6	7
RECEIVED ENCOURAGEMENT	1	22	3	31	1	92	1	16	3	12
FINANCIAL AID BECAME AVAILABLE	6	8	1	38	4	75	6	6	2	16
LOST JOB	4	10	6	19	7	43	8	4	6	7
MOVED TO COMMUNITY	1	22	8	13	5	60	3	15	9	3
OBTAINED INFORMATION ABOUT FTI	4	10	4	28	3	81	1	16	4	8
SERIOUS ILLNESS OR DEATH IN FAMILY	9	0	10	1	10	12	10	0	10	1
OTHER	9	0	5	22	6	57	4	11	4	8
INSTITUTIONAL CHARACTERISTICS INFLUENCING DECISION TO ATTEND										
COURSES AVAILABLE	1	29	2	60	1	148	1	20	3	18
FINANCIAL ASSISTANCE AVAILABLE	7	5	3	41	5	74	7	4	6	4
JOB PLACEMENT SERVICE	6	6	7	16	6	69	9	0	7	2
LOCATION	3	15	1	62	3	130	3	15	2	20
LOW COST	2	20	4	37	1	148	1	20	1	23
OPEN-DOOR ADMISSIONS POLICY	4	14	6	17	7	51	4	14	4	11
QUALITY OF INSTRUCTION	5	11	5	21	4	76	5	9	8	3
STUDENT-CENTERED INSTRUCTION	7	5	8	8	9	16	8	3	9	0
OTHER	9	0	8	8	8	36	6	5	5	8

R/O=RANK ORDER
R/S= WEIGHTED RAW SCORE

APPENDIX TABLE 5

DISTRIBUTION OF STUDENTS BY RANK ORDER AND TOTAL SCORE
REASONS FOR CONTINUING EDUCATION, ENROLLMENT TRIGGERS,
AND CHARACTERISTICS INFLUENCING DECISION TO ATTEND FTI

ATTENDANCE DAY/NIGHT

	DAY N=77		NIGHT N=12	
REASON FOR CONTINUING EDUCATION	R/O	R/S	R/O	R/S
CONTRIBUTE MORE TO SOCIETY	5	98	7	7
EARN MORE MONEY	2	281	1	46
BECOME MORE CULTURED	6	83	5	11
GAIN A GENERAL EDUCATION	4	107	3	38
GET A BETTER JOB	1	290	2	44
IMPROVE READING/STUDY SKILLS	8	44	9	4
IMPROVE SOCIAL LIFE	7	48	11	0
LEARN MORE THINGS OF INTEREST	3	117	4	19
MEET INTERESTING PEOPLE	9	32	9	4
PARENTS/SPOUSE WANTED ME TO GO	10	21	6	8
NOTHING BETTER TO DO	11	10	8	5
REASONS WHICH TRIGGERED ENROLLMENT				
CHILDREN ENTERED SCHOOL	9	28	7	11
DISSATISFIED WITH JOB	1	144	4	19
FAMILY OR MARITAL PROBLEMS	8	58	8	10
RECEIVED ENCOURAGEMENT	2	138	1	35
FINANCIAL AID BECAME AVAILABLE	3	128	5	15
LOST JOB	7	79	9	4
MOVED TO COMMUNITY	5	56	2	27
OBTAINED INFORMATION ABOUT FTI	4	117	3	36
SERIOUS ILLNESS OR DEATH IN FAMILY	10	14	10	0
OTHER	6	84	6	14
INSTITUTIONAL CHARACTERISTICS INFLUENCING DECISION TO ATTEND				
COURSES AVAILABLE	1	245	2	38
FINANCIAL ASSISTANCE AVAILABLE	4	118	7	10
JOB PLACEMENT SERVICE	6	84	8	9
LOCATION	2	216	3	26
LOW COST	3	201	1	47
OPEN-DOOR ADMISSIONS POLICY	7	82	4	25
QUALITY OF INSTRUCTION	5	103	5	17
STUDENT-CENTERED INSTRUCTION	8	89	9	3
OTHER	9	45	6	13

R/O=RANK ORDER
R/S=RAW SCORE

APPENDIX TABLE 6

DISTRIBUTION OF STUDENTS BY RANK ORDER AND TOTAL SCORE
REASONS FOR CONTINUING EDUCATION, ENROLLMENT TRIGGERS,
AND CHARACTERISTICS INFLUENCING DECISION TO ATTEND FTI

EMPLOYMENT STATUS

	UNEMPLOYED N=36		HOMEMAKER N=9		PART-TIME N=13		FULL-TIME N=31	
REASON FOR CONTINUING EDUCATION	R/O	R/S	R/O	R/S	R/O	R/S	R/O	R/S
CONTRIBUTE MORE TO SOCIETY	5	41	7	4	4	18	4	42
EARN MORE MONEY	1	133	1	36	2	47	1	111
BECOME MORE CULTURED	6	34	4	15	6	14	6	31
GAIN A GENERAL EDUCATION	3	51	5	14	5	15	3	57
GET A BETTER JOB	1	133	2	31	1	61	2	109
IMPROVE READING/STUDY SKILLS	8	22	9	2	9	1	7	23
IMPROVE SOCIAL LIFE	9	16	8	3	7	13	8	16
LEARN MORE THINGS OF INTEREST	4	47	3	21	3	29	5	39
MEET INTERESTING PEOPLE	7	25	10	1	8	7	11	30
PARENTS/SPOUSE WANTED ME TO GO	9	16	6	6	9	1	10	6
NOTHING BETTER TO DO	11	15	190	1	10	0	9	7
REASONS WHICH TRIGGERED ENROLLMENT								
CHILDREN ENTERED SCHOOL	9	19	9	0	8	9	9	12
DISSATISFIED WITH JOB	1	65	4	13	2	20	2	64
FAMILY OR MARITAL PROBLEMS	8	25	4	13	7	13	7	20
RECEIVED ENCOURAGEMENT	3	59	1	22	5	15	1	74
FINANCIAL AID BECAME AVAILABLE	2	60	3	15	3	16	5	52
LOST JOB	4	45	8	7	3	16	8	17
MOVED TO COMMUNITY	6	42	6	12	6	14	6	47
OBTAINED INFORMATION ABOUT FTI	5	43	2	20	1	23	3	53
SERIOUS ILLNESS OR DEATH IN FAMILY	10	11	9	0	10	2	10	1
OTHER	7	31	7	8	6	6	3	53
INSTITUTIONAL CHARACTERISTICS INFLUENCING DECISION TO ATTEND								
COURSES AVAILABLE	2	95	3	21	1	47	1	112
FINANCIAL ASSISTANCE AVAILABLE	4	57	6	8	6	18	4	45
JOB PLACEMENT SERVICE	6	40	4	14	5	21	8	18
LOCATION	3	94	1	29	2	35	2	24
LOW COST	1	115	2	26	3	34	3	73
OPEN-DOOR ADMISSIONS POLICY	7	34	5	11	7	17	4	45
QUALITY OF INSTRUCTION	5	46	8	3	4	31	6	40
STUDENT-CENTERED INSTRUCTION	9	16	7	6	9	1	9	9
OTHER	8	26	9	1	8	6	7	24

R/O=RANK ORDER
R/S= WEIGHTED RAW SCORE

APPENDIX TABLE 7

DISTRIBUTION OF STUDENTS BY RANK ORDER AND TOTAL SCORE
REASONS FOR CONTINUING EDUCATION, ENROLLMENT TRIGGERS,
AND CHARACTERISTICS INFLUENCING DECISION TO ATTEND FTI

+++EDUCATION LEVEL+++

	HS/GED N=38		SOME COLL N=40		COLL DEG N=11	
REASON FOR CONTINUING EDUCATION	R/O	R/S	R/O	R/S	R/O	R/S
CONTRIBUTE MORE TO SOCIETY	6	34	5	56	4	15
EARN MORE MONEY	1	145	2	146	2	36
BECOME MORE CULTURED	5	41	6	58	10	3
GAIN A GENERAL EDUCATION	3	55	4	62	3	20
GET A BETTER JOB	1	145	1	149	1	40
IMPROVE READING/STUDY SKILLS	7	33	7	15	11	0
IMPROVE SOCIAL LIFE	8	28	11	9	5	11
LEARN MORE THINGS OF INTEREST	4	54	3	72	6	10
MEET INTERESTING PEOPLE	9	20	10	12	9	4
PARENTS/SPOUSE WANTED ME TO GO	10	11	9	13	8	5
NOTHING BETTER TO DO	11	3	8	14	7	6
REASONS WHICH TRIGGERED ENROLLMENT						
CHILDREN ENTERED SCHOOL	9	7	9	32	9	9
DISSATISFIED WITH JOB	3	62	1	82	3	19
FAMILY OR MARITAL PROBLEMS	7	22	7	39	8	7
RECEIVED ENCOURAGEMENT	1	81	2	75	4	17
FINANCIAL AID BECAME AVAILABLE	2	67	4	64	6	12
LOST JOB	7	22	5	48	5	13
MOVED TO COMMUNITY	6	42	6	43	1	28
OBTAINED INFORMATION ABOUT FTI	4	52	3	71	2	20
SERIOUS ILLNESS OR DEATH IN FAMILY	10	1	10	13	9	0
OTHER	5	51	7	36	7	11
INSTITUTIONAL CHARACTERISTICS INFLUENCING DECISION TO ATTEND						
COURSES AVAILABLE	1	111	1	119	1	45
FINANCIAL ASSISTANCE AVAILABLE	5	48	4	66	5	14
JOB PLACEMENT SERVICE	7	43	7	40	7	10
LOCATION	1	111	3	104	3	27
LOW COST	3	101	1	119	2	28
OPEN-DOOR ADMISSIONS POLICY	4	54	6	41	6	12
QUALITY OF INSTRUCTION	6	45	5	51	4	24
STUDENT-CENTERED INSTRUCTION	9	14	9	17	9	1
OTHER	8	32	8	22	8	3

R/O=RANK ORDER
R/S= WEIGHTED RAW SCORE

APPENDIX TABLE 8

DISTRIBUTION OF STUDENTS BY RANK ORDER AND TOTAL SCORE REASONS FOR CONTINUING EDUCATION, ENROLLMENT TRIGGERS, AND CHARACTERISTICS INFLUENCING DECISION TO ATTEND FTI

+++VETERAN STATUS+++

	VETERAN N=32		NON-VET N=57	
REASON FOR CONTINUING EDUCATION	R/O	R/S	R/O	R/S
CONTRIBUTE MORE TO SOCIETY	4	44	5	61
EARN MORE MONEY	1	127	2	200
BECOME MORE CULTURED	6	33	5	61
GAIN A GENERAL EDUCATION	3	48	4	89
GET A BETTER JOB	2	121	1	213
IMPROVE READING/STUDY SKILLS	7	19	8	29
IMPROVE SOCIAL LIFE	9	13	7	35
LEARN MORE THINGS OF INTEREST	5	41	3	95
MEET INTERESTING PEOPLE	7	19	11	17
PARENTS/SPOUSE WANTED ME TO GO	10	8	9	21
NOTHING BETTER TO DO	11	4	10	19
REASONS WHICH TRIGGERED ENROLLMENT				
CHILDREN ENTERED SCHOOL	9	13	9	26
DISSATISFIED WITH JOB	2	59	2	104
FAMILY OR MARITAL PROBLEMS	8	28	7	40
RECEIVED ENCOURAGEMENT	4	54	1	119
FINANCIAL AID BECAME AVAILABLE	1	67	4	76
LOST JOB	5	48	8	35
MOVED TO COMMUNITY	3	55	5	58
OBTAINED INFORMATION ABOUT FTI	6	43	3	100
SERIOUS ILLNESS OR DEATH IN FAMILY	10	8	10	6
OTHER	7	41	6	57
INSTITUTIONAL CHARACTERISTICS INFLUENCING DECISION TO ATTEND				
COURSES AVAILABLE	1	102	1	173
FINANCIAL ASSISTANCE AVAILABLE	4	58	6	70
JOB PLACEMENT SERVICE	8	27	7	66
LOCATION	3	83	2	159
LOW COST	2	93	3	155
OPEN-DOOR ADMISSIONS POLICY	5	35	5	72
QUALITY OF INSTRUCTION	6	33	4	87
STUDENT-CENTERED INSTRUCTION	9	9	9	23
OTHER	7	28	8	29

R/O=RANK ORDER
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APPENDIX TABLE 9

DISTRIBUTION OF STUDENTS BY RANK ORDER AND TOTAL SCORE
REASONS FOR CONTINUING EDUCATION, ENROLLMENT TRIGGERS,
AND CHARACTERISTICS INFLUENCING DECISION TO ATTEND FTI

ATTENDANCE FULL/PART-TIME

	FULL-TIME N=76		PART-TIME N=13	
REASON FOR CONTINUING EDUCATION	R/O	R/S	R/O	R/S
CONTRIBUTE MORE TO SOCIETY	5	94	6	11
EARN MORE MONEY	2	277	2	58
BECOME MORE CULTURED	6	74	4	20
GAIN A GENERAL EDUCATION	4	113	3	24
GET A BETTER JOB	1	288	1	54
IMPROVE READING/STUDY SKILLS	7	46	9	2
IMPROVE SOCIAL LIFE	8	38	7	10
LEARN MORE THINGS OF INTEREST	3	124	5	12
MEET INTERESTING PEOPLE	9	34	9	2
PARENTS/SPOUSE WANTED ME TO GO	10	26	8	3
NOTHING BETTER TO DO	11	23	10	0
REASONS WHICH TRIGGERED ENROLLMENT				
CHILDREN ENTERED SCHOOL	9	29	7	10
DISSATISFIED WITH JOB	2	131	1	32
FAMILY OR MARITAL PROBLEMS	8	53	5	15
RECEIVED ENCOURAGEMENT	1	144	3	29
FINANCIAL AID BECAME AVAILABLE	3	129	6	14
LOST JOB	7	73	7	10
MOVED TO COMMUNITY	6	83	2	30
OBTAINED INFORMATION ABOUT FTI	4	120	4	23
SERIOUS ILLNESS OR DEATH IN FAMILY	10	14	9	5
OTHER	5	90	10	4
INSTITUTIONAL CHARACTERISTICS INFLUENCING DECISION TO ATTEND				
COURSES AVAILABLE	1	229	2	46
FINANCIAL ASSISTANCE AVAILABLE	4	124	8	4
JOB PLACEMENT SERVICE	6	82	6	11
LOCATION	2	214	3	28
LOW COST	3	199	1	49
OPEN-DOOR ADMISSIONS POLICY	7	80	4	27
QUALITY OF INSTRUCTION	5	100	5	20
STUDENT-CENTERED INSTRUCTION	9	27	7	5
OTHER	8	53	8	4

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